



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 6

Test Date: March 2008
Code: 10291206
SAU: Cape Elizabeth School Dept
School: Cape Elizabeth Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2008

Grade: 6

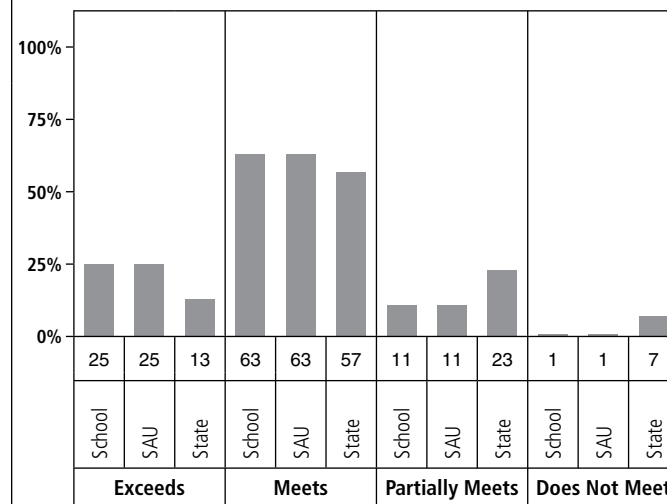
SAU: Cape Elizabeth School Dept

School: Cape Elizabeth Middle School

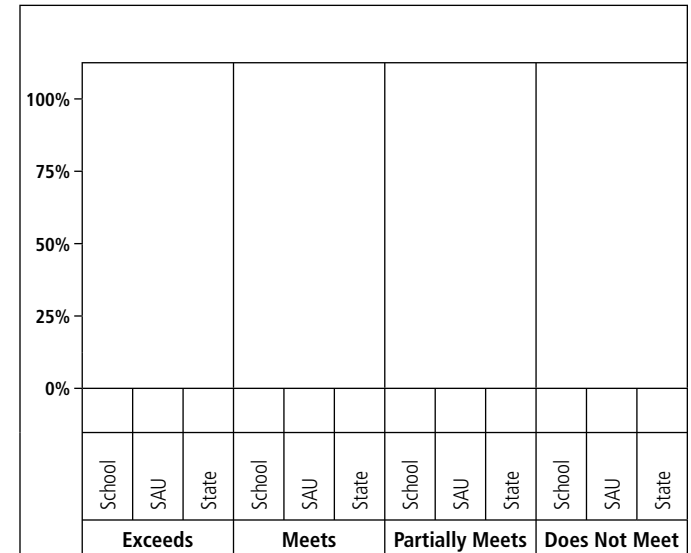
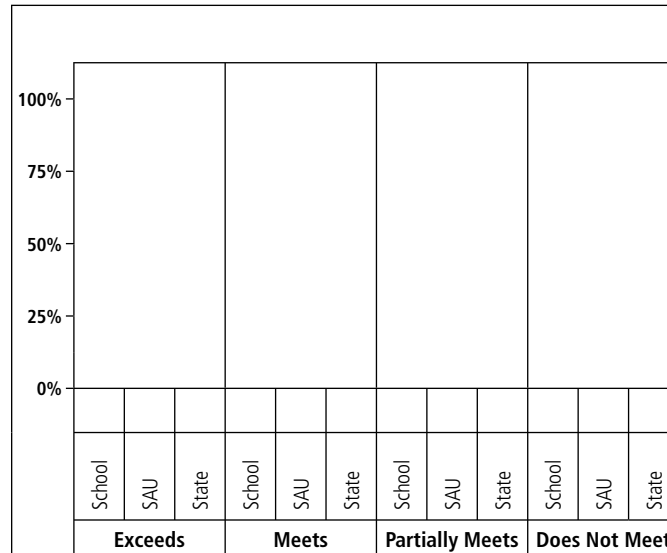
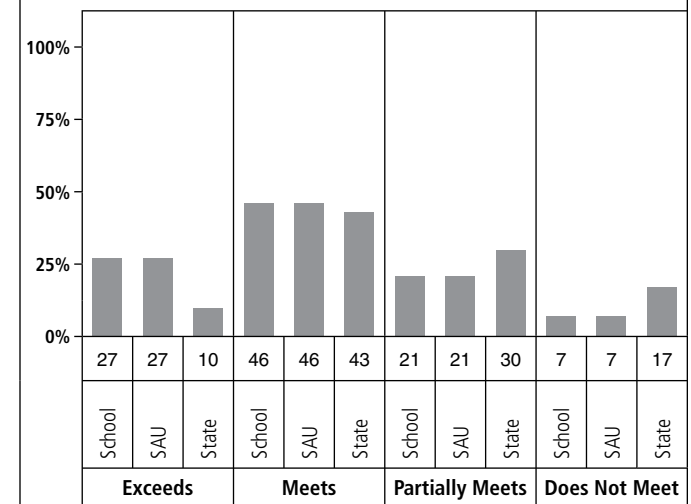
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	652	652	644
2006–2007	651	651	646
2007–2008	655	655	648
Cum. Avg. *	653	653	646
Mathematics			
2005–2006	650	650	641
2006–2007	651	651	643
2007–2008	651	651	642
Cum. Avg. *	651	651	642

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 6
 SAU: Cape Elizabeth School Dept
 School: Cape Elizabeth Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	137	100	137	100	14365	100	137	100	137	100	14266	99	137	100	137	100	14268	99												
Ethnicity African American/Black	5	4	5	4	418	3	5	100	5	100	407	97	5	100	5	100	413	99												
American Indian or Native Alaskan	0	0	0	0	111	1	0	0	0	0	110	99	0	0	0	0	110	99												
Asian or Pacific Islander	5	4	5	4	249	2	5	100	5	100	249	100	5	100	5	100	248	100												
Hispanic	1	1	1	1	149	1	1	100	1	100	147	99	1	100	1	100	147	99												
Caucasian/White	126	92	126	92	13438	94	126	100	126	100	13353	100	126	100	126	100	13350	100												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	16	12	16	12	2518	18	16	100	16	100	2479	99	16	100	16	100	2479	99												
Current LEP	2	1	2	1	349	2	2	100	2	100	339	97	2	100	2	100	344	99												
Economically disadvantaged	8	6	8	6	5335	37	8	100	8	100	5277	99	8	100	8	100	5279	99												
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	123	90	123	90	11613	81	121	88	121	88	11626	81												
Identified disability (PET/IEP)	2	2	2	2	373	3	1	1	1	1	373	3												
LEP	2	2	2	2	187	2	2	2	2	2	187	2												
504 plan	5	4	5	4	149	1	5	4	5	4	150	1												
Participation with accommodations	11	8	11	8	2451	17	13	9	13	9	2446	17												
Identified disability (PET/IEP)	11	100	11	100	1909	78	12	92	12	92	1910	78												
LEP	0	0	0	0	142	6	0	0	0	0	152	6												
504 plan	0	0	0	0	85	3	0	0	0	0	84	3												
Other	0	0	0	0	350	14	1	8	1	8	335	14												
Participation through alternate assessment (PAAP)	3	2	3	2	197	1	3	2	3	2	196	1												
Identified disability (PET/IEP)	3	100	3	100	197	100	3	100	3	100	196	100												
LEP	0	0	0	0	5	3	0	0	0	0	5	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	24	0	0	0	0	0	24	0												
Non-participation – other	0	0	0	0	75	1	0	0	0	0	73	1												

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date:	March 2008
Grade:	6
SAU:	Cape Elizabeth School Dept
School:	Cape Elizabeth Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006	21	16	21	16	1176	8
	2006-2007	22	16	22	16	1132	8
	2007-2008	33	25	33	25	1817	13
	Cum. Total*	76	19	76	19	4125	10
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006	91	71	90	70	7612	51
	2006-2007	86	62	86	62	8127	57
	2007-2008	85	63	85	63	8072	57
	Cum. Total*	262	65	261	65	23811	55
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006	11	9	11	9	4080	27
	2006-2007	22	16	22	16	3549	25
	2007-2008	15	11	15	11	3194	23
	Cum. Total*	48	12	48	12	10823	25
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006	6	5	6	5	2005	13
	2006-2007	8	6	8	6	1478	10
	2007-2008	1	1	1	1	981	7
	Cum. Total*	15	4	15	4	4464	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	38.1	68.0	38.1	68.0	32.7	58.4
Literary Text	28	50	19.0	67.9	19.0	67.9	16.3	58.2
Informational Text	28	50	19.1	68.2	19.1	68.2	16.5	58.9

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 6
 SAU: Cape Elizabeth School Dept
 School: Cape Elizabeth Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	134	33	25	85	63	15	11	1	1	655	134	25	63	11	1	655	14064	13	57	23	7	648
Ethnicity																						
African American/Black	5	2	40	2	40	1	20	0	0	654	5	40	40	20	0	654	399	7	47	28	17	642
American Indian or Native Alaskan	0										0						108	4	54	32	10	643
Asian or Pacific Islander	5	2	40	2	40	1	20	0	0	654	5	40	40	20	0	654	247	16	60	20	4	650
Hispanic	1										1						145	8	45	34	14	643
Caucasian/White	123	29	24	81	66	13	11	0	0	656	123	24	66	11	0	656	13165	13	58	22	7	648
Not Reported	0										0						0					
Identified disability																						
Yes	13	0	0	3	23	9	69	1	8	641	13	0	23	69	8	641	2282	2	29	42	27	636
No	121	33	27	82	68	6	5	0	0	657	121	27	68	5	0	657	11782	15	63	19	3	650
Current LEP																						
Yes	2										2						329	4	44	30	22	640
No	132	33	25	85	64	13	10	1	1	656	132	25	64	10	1	656	13735	13	58	23	7	648
Economically disadvantaged																						
Yes	8	0	0	6	75	2	25	0	0	650	8	0	75	25	0	650	5153	6	51	31	12	643
No	126	33	26	79	63	13	10	1	1	656	126	26	63	10	1	656	8911	17	61	18	4	650
Migrant																						
Yes	0										0						7	14	57	14	14	648
No	134	33	25	85	63	15	11	1	1	655	134	25	63	11	1	655	14057	13	57	23	7	648
Gender																						
Female	66	18	27	40	61	8	12	0	0	656	66	27	61	12	0	656	6967	16	59	20	5	650
Male	68	15	22	45	66	7	10	1	1	655	68	22	66	10	1	655	7097	9	56	26	9	646
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1186	6	41	42	11	642
No	134	33	25	85	63	15	11	1	1	655	134	25	63	11	1	655	12878	14	59	21	7	648
Gifted/talented program																						
Yes	0										0						557	50	48	2	0	661
No	134	33	25	85	63	15	11	1	1	655	134	25	63	11	1	655	13507	11	58	24	7	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 6
 SAU: Cape Elizabeth School Dept
 School: Cape Elizabeth Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	1 37 59 3	0 11 20 2	0 22 25 50	1 30 52 2	50 61 66 50	1 8 6 0	50 16 8 0	0 0 1 0	0 0 1 0	644 654 656 659	1 37 59 3	0 22 25 50	50 61 66 50	50 16 8 0	0 0 1 0	644 654 656 659	6 56 34 3	7 13 15 9	43 58 60 46	30 23 20 29	20 6 5 16	641 648 649 643
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	39 53 5 3	16 16 1 0	31 23 14 0	33 44 5 3	63 62 71 75	3 10 1 1	6 14 14 25	0 1 0 0	0 1 0 0	658 655 652 646	39 53 5 3	31 23 14 0	63 62 71 75	6 14 14 25	0 1 0 0	658 655 652 646	40 48 9 3	17 12 7 3	60 59 45 31	19 23 34 37	5 6 15 29	650 648 643 637
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	37 51 9 3	22 11 0 0	45 16 0 0	26 49 7 3	53 71 58 75	1 8 5 1	2 12 42 25	0 1 0 0	0 1 0 0	661 653 647 646	37 51 9 3	45 16 0 0	53 71 58 75	2 12 42 25	0 1 0 0	661 653 647 646	28 54 16 2	26 9 3 1	58 61 48 37	11 24 37 39	4 6 13 23	653 647 642 637
How difficult was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	15 66 19	8 16 9	40 18 36	8 63 14	40 71 56	3 10 2	15 11 8	1 0 0	5 0 0	655 655 658	15 66 19	40 18 36	40 71 56	15 11 8	5 0 0	655 655 658	15 66 18	10 13 15	48 59 58	27 22 20	15 5 7	644 649 649
How difficult were the reading passages on this test? A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	5 48 47	1 13 19	14 21 31	4 42 38	57 67 61	2 7 5	29 11 8	0 1 0	0 2 0	647 655 657	5 48 47	14 21 31	57 67 61	29 11 8	0 2 0	647 655 657	9 54 36	2 9 21	37 59 60	37 26 15	23 6 4	638 647 652
How hard did you try on the reading part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	29 68 4	9 22 2	24 24 40	24 59 2	63 66 40	5 8 1	13 9 20	0 1 0	0 1 0	655 656 658	29 68 4	24 24 40	63 66 40	13 9 20	0 1 0	655 656 658	46 50 3	13 14 5	56 60 46	24 21 30	7 6 20	648 649 641
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	24 58 8 10	11 19 1 2	34 24 9 15	17 52 9 7	53 67 82 54	4 6 1 4	13 8 9 31	0 1 0 0	0 1 0 0	658 656 654 649	24 58 8 10	34 24 9 15	53 67 82 54	13 8 9 31	0 1 0 0	658 656 654 649	19 51 12 18	19 15 9 4	58 60 56 50	17 20 26 34	6 5 9 13	651 649 646 643
Optional school/SAU question A. B. C. D.	33 33 33 0	0 1 0 0	0 100 0 0	0 0 1 100	0 0 100 0	1 0 0 0	100 0 0 0	0 0 0 0	0 0 0 0	640 666 656 656	33 33 33 0	0 100 0 0	0 0 100 0	100 0 0 0	0 0 0 0	640 666 656 656						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 6
SAU: Cape Elizabeth School Dept
School: Cape Elizabeth Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006	32	25	32	25	1463	10
	2006-2007	39	28	39	28	2092	15
	2007-2008	36	27	36	27	1474	10
	Cum. Total*	107	27	107	27	5029	12
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 641–660)	2005-2006	67	52	66	52	5914	40
	2006-2007	58	42	58	42	5731	40
	2007-2008	61	46	61	46	6008	43
	Cum. Total*	186	46	185	46	17653	41
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006	20	16	20	16	4494	30
	2006-2007	26	19	26	19	4175	29
	2007-2008	28	21	28	21	4244	30
	Cum. Total*	74	18	74	19	12913	30
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006	10	8	10	8	3014	20
	2006-2007	15	11	15	11	2308	16
	2007-2008	9	7	9	7	2346	17
	Cum. Total*	34	8	34	9	7668	18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	19	34	12.6	66.3	12.6	66.3	9.6	50.5
Cluster 2: Shape and Size	15	27	8.9	59.3	8.9	59.3	8.1	54.0
Cluster 3: Mathematical Decision Making	7	13	5.0	71.4	5.0	71.4	4.2	60.0
Cluster 4: Patterns	15	27	9.4	62.7	9.4	62.7	7.5	50.0

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 6
 SAU: Cape Elizabeth School Dept
 School: Cape Elizabeth Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	134	36	27	61	46	28	21	9	7	651	134	27	46	21	7	651	14072	10	43	30	17	642
Ethnicity																						
African American/Black	5	1	20	0	0	4	80	0	0	641	5	20	0	80	0	641	409	4	26	35	35	632
American Indian or Native Alaskan	0										0						108	6	26	39	29	635
Asian or Pacific Islander	5	2	40	2	40	1	20	0	0	650	5	40	40	20	0	650	247	13	50	25	13	646
Hispanic	1										1						145	9	32	34	25	638
Caucasian/White	123	33	27	59	48	23	19	8	7	652	123	27	48	19	7	652	13163	11	43	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	13	0	0	1	8	4	31	8	62	623	13	0	8	31	62	623	2283	2	18	31	49	627
No	121	36	30	60	50	24	20	1	1	655	121	30	50	20	1	655	11789	12	48	30	10	645
Current LEP																						
Yes	2										2						339	5	22	32	41	631
No	132	36	27	60	45	28	21	8	6	652	132	27	45	21	6	652	13733	11	43	30	16	643
Economically disadvantaged																						
Yes	8	1	13	3	38	3	38	1	13	646	8	13	38	38	13	646	5160	4	34	36	26	636
No	126	35	28	58	46	25	20	8	6	652	126	28	46	20	6	652	8912	14	48	27	11	646
Migrant																						
Yes	0										0						7	0	57	43	0	641
No	134	36	27	61	46	28	21	9	7	651	134	27	46	21	7	651	14065	10	43	30	17	642
Gender																						
Female	66	19	29	31	47	12	18	4	6	652	66	29	47	18	6	652	6974	10	43	31	16	642
Male	68	17	25	30	44	16	24	5	7	651	68	25	44	24	7	651	7098	11	42	30	17	642
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1192	4	23	43	30	634
No	134	36	27	61	46	28	21	9	7	651	134	27	46	21	7	651	12880	11	44	29	15	643
Gifted/talented program																						
Yes	0										0						557	53	42	4	0	663
No	134	36	27	61	46	28	21	9	7	651	134	27	46	21	7	651	13515	9	43	31	17	641

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 6
 SAU: Cape Elizabeth School Dept
 School: Cape Elizabeth Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	1	0	0	1	50	0	0	1	50	629	1	0	50	0	50	629	6	6	33	31	31	635
B. less than one hour	37	12	24	22	45	11	22	4	8	649	37	24	45	22	8	649	56	11	43	30	16	643
C. one to two hours	59	22	28	37	47	16	20	4	5	653	59	28	47	20	5	653	34	11	45	30	14	644
D. more than two hours	3	2	50	1	25	1	25	0	0	657	3	50	25	25	0	657	3	6	33	32	28	636
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	45	25	42	27	45	7	12	1	2	659	45	42	45	12	2	659	45	14	47	28	11	646
B. They match some of what I have learned.	45	7	12	31	52	15	25	7	12	645	45	12	52	25	12	645	43	8	43	33	17	641
C. They match just a little of what I have learned.	10	4	31	3	23	5	38	1	8	646	10	31	23	38	8	646	9	6	30	33	32	635
D. There is no match.	1	0	0	0	0	1	100	0	0	632	1	0	0	100	0	632	3	5	15	25	54	626
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	36	25	52	20	42	2	4	1	2	663	36	52	42	4	2	663	29	24	51	17	8	651
B. good	48	10	16	35	55	14	22	5	8	648	48	16	55	22	8	648	48	6	45	33	16	641
C. fair	13	1	6	6	33	8	44	3	17	638	13	6	33	44	17	638	19	1	29	42	28	634
D. poor	3	0	0	0	0	4	100	0	0	634	3	0	0	100	0	634	3	0	15	41	44	627
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	25	6	18	16	47	6	18	6	18	645	25	18	47	18	18	645	24	5	38	33	24	638
B. about the same as my regular schoolwork	54	11	15	38	53	21	29	2	3	649	54	15	53	29	3	649	62	9	45	31	14	643
C. easier than my regular schoolwork	21	19	68	7	25	1	4	1	4	666	21	68	25	4	4	666	14	26	43	20	12	650
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	32	12	28	15	35	11	26	5	12	649	32	28	35	26	12	649	48	10	41	32	17	642
B. I tried about the same as I do on my regular schoolwork.	64	23	27	43	51	15	18	4	5	653	64	27	51	18	5	653	49	12	45	28	15	644
C. I did not try as hard on this test as I do on my regular schoolwork.	4	1	20	3	60	1	20	0	0	650	4	20	60	20	0	650	3	9	33	27	32	637
How often do you use hands-on materials in mathematics class?																						
A. almost every day	15	6	30	7	35	6	30	1	5	651	15	30	35	30	5	651	17	8	39	30	22	639
B. two or three days a week	35	8	17	26	57	10	22	2	4	651	35	17	57	22	4	651	34	11	44	31	14	643
C. two or three times each month	32	15	35	18	42	7	16	3	7	654	32	35	42	16	7	654	31	12	44	29	15	644
D. never or almost never	18	7	29	10	42	4	17	3	13	650	18	29	42	17	13	650	18	10	42	31	18	642
How often do you use calculators in mathematics class?																						
A. almost every day	13	7	41	7	41	3	18	0	0	660	13	41	41	18	0	660	11	11	37	29	23	641
B. two or three days a week	31	13	32	15	37	12	29	1	2	653	31	32	37	29	2	653	32	11	44	30	15	643
C. two or three times each month	39	15	29	28	54	5	10	4	8	653	39	29	54	10	8	653	32	11	45	30	15	643
D. never or almost never	17	1	4	11	48	7	30	4	17	640	17	4	48	30	17	640	26	9	40	32	19	641
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	2	1	33	1	33	0	0	1	33	639	2	33	33	0	33	639	7	6	29	33	32	635
B. 30–45 minutes	55	19	26	28	39	19	26	6	8	650	55	26	39	26	8	650	37	8	39	34	20	640
C. 45–60 minutes	39	14	27	29	57	7	14	1	2	655	39	27	57	14	2	655	42	13	47	28	12	645
D. more than 60 minutes	4	0	0	2	40	2	40	1	20	638	4	0	40	40	20	638	15	12	46	27	15	644
Optional school/SAU question																						
A.	33	0	0	0	0	1	100	0	0	638	33	0	0	100	0	638						
B.	33	1	100	0	0	0	0	0	0	676	33	100	0	0	0	676						
C.	33	0	0	1	100	0	0	0	0	660	33	0	100	0	0	660						
D.	0										0											